5 reasons why pronunciation must be included in your lessons

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What is global competence?

Global competence is the capacity to examine local, global and intercultural issues, to understand and appreciate the perspectives and world views of others, to engage in open, appropriate and effective interactions with people from different cultures, and to act for collective well-being and sustainable development.
COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES: LEARNING, TEACHING, ASSESSMENT

COMPANION VOLUME WITH NEW DESCRIPTORS

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https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/168074a4e2
Plurilingual competence as explained in the CEFR (Section 1.3) involves the ability to call flexibly upon an inter-related, uneven, plurilingual repertoire to:

- switch from one language or dialect (or variety) to another;
- express oneself in one language (or dialect, or variety) and understand a person speaking another;
- call upon the knowledge of a number of languages (or dialects, or varieties) to make sense of a text;
- recognise words from a common international store in a new guise;
- mediate between individuals with no common language (or dialect, or variety), even with only a slight knowledge oneself;
- bring the whole of one’s linguistic equipment into play, experimenting with alternative forms of expression;
- exploit paralinguistics (mime, gesture, facial expression, etc.).

The linked concepts of plurilingualism / pluriculturalism and partial competences were introduced to language education for the first time in Draft 2 of the CEFR proposal in 1996.

They were developed as a form of dynamic, creative process of ‘languaging’ across the boundaries of language varieties, as a methodology and as language policy aims. The background to this development was a series of studies in bilingualism in the early 1990s at the research centre CREDIF in Paris.

The curriculum examples given in what is now CEFR Chapter 8 consciously promoted the concepts of plurilingual and pluricultural competence.

These two concepts appeared in a more elaborated form in the following year 1997 in the paper *Plurilingual and pluricultural competence*.

Phonology

For *Phonological Control*, an existing CEFR scale, a completely new set of descriptors was developed ([see report](https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/168074a4e2) by Enrica Piccardo). Phonology had been the least successful scale developed in the research behind the original descriptors. The phonology scale was the only CEFR illustrative descriptor scale for which a native speaker norm, albeit implicit, had been adopted. In an update, it appeared more appropriate to focus on intelligibility as the primary construct in phonological control, in line with current research, especially in the context of providing descriptors for exploiting plurilingual/pluricultural repertoires. The resulting Phonology project followed all three validation phases described below in relation to other new scales, with over 250 informants involved in each phase.
1. **Pronunciation work helps improve speaking skills**
Segmentals

- Contextualized practice
- Relevance
- Frequency

(reference to Pamela R. Revel’s talk at IATEFL 2015)
Suprasegmentals

- Sounding more natural
- Less strain on the listener – avoiding misunderstandings
- Awareness of cultural aspects
2 Pronunciation work helps improve listening skills
Challenges

- Rate of delivery
- Lack of awareness of different individual sounds and of connected speech features
- Different accents
Lucy in disguise with diamonds.

In my experience

3 Speaking skill keeping people’s attention

The speaker used certain techniques to keep people’s attention: stressing the

Hello, everyone. I hope you’re enjoying your first day. I imagine you’re feeling pretty overwhelmed by everything you’ve had to take in, and I don’t want to keep you long. I’ve been brought back as someone who’s been through the system and come out the other side and so the university asked me to talk to you as one of you and to give you a student’s side of the story.

So with that in mind, I’d just like to say one thing really, which is get involved in something other than your course as soon as you can. You’ll be amazed by how quickly time goes here. Before you know it, you’ll be in your third year and you’ll be thinking, ‘What now?’ How many of you actually know what you’re going to do when you leave? I’m sure there will be some people who know what career they’d like to embark on, but there will be an awful lot of you – and I was definitely one of those – who don’t. That’s where university clubs, societies and volunteer groups come in. I remember when I first came here to study history, I had no idea of what job I’d end up doing.

But in my first year, I joined the university broadcasting society. I was interested in reporting, so I used to go out and find interesting stories about university life, and then come back and present them – when they were interesting enough to everyone else, that is. I did that once a week. Then in my second year, I got a holiday job, helping out as a researcher at the local BBC radio station, and really it all led on from there, because first of all I was clear about what I wanted to do – which was to work in broadcasting – and secondly, I had some contacts I could call on, which in this line of work is a key thing.

So that’s really my message to you today. Don’t delay, get out there, join some clubs and societies and start developing your interests. This university has so many fantastic opportunities to do that and you won’t get another chance in life like it. So, thanks for your time. Oh, and do come and chat afterwards if you’d like to … I’ll be in the bar.
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3 Pronunciation work helps raise awareness to varieties of English
Feeling the strain? Just listen to a Scots accent

By Sam Walker

LISTENING to a Scottish accent can cure stress, insomnia and even mental health problems, says an expert.

With its rolling Rs and round vowels, Scottish speech has long been associated with friendliness and honesty.

But neuroscientist Nick Davis says Scots' voices can set off a reaction known as Autonomous Sensory Meridian Response (ASMR), a shiver or tingling in the neck and scalp.

The phenomenon, also triggered by hair stroking and tickling, has been credited by enthusiasts as being able to help battle depression and post-traumatic stress disorder.

Asked to explain the link between the Scots accent and

‘It’s almost maternal’

ASMR Dr Davis, a senior lecturer at Manchester Metropolitan University, told BBC Scotland: ‘I looked into what sort of things trigger the ASMR state for people, and the one thing that constantly comes out is whispering voices.

‘That suggests ASMR brings you into a state of comfort, of relaxation and safety – it’s almost maternal.’

The technique is used by YouTube star Lauren, 22, known as vlogger ScottishMurmurs, in anti-insomnia videos which regularly receive half a million hits.

She said she discovered ASMR ‘by accident’ on YouTube in her first year of university.

She added: ‘When I graduated last year I thought, there’s a market here for the Scottish accent because people do like it. And definitely my channel has grown in popularity because of it.'
Mirry Christmus

https://www.youtube.com/watch?v=2mDoqriem0
awareness
tolerance
respect
The Space Dimension
The Social Dimension
The Time Dimension
Students learn to speak with a locally appropriate accent, be it native or non-native, but they learn to understand and tolerate a wide variety of accents in addition to their own.
4 Pronunciation work helps develop language awareness
Puffa puffa.

Well, blow me down!

Duz me eyes deceive me?

How long have ya bin runnin'?

Puffa puffa.

Five minutes.

Whose idear wuz it?

Puffa puffa.

My doctor's.

Puffa puffa.

He said I was out of shape.

He's right!

Ya bin runnin', jes' five minutes an' yer already bushed!

Puffa puffa.

Running isn't the toughest part!

Getting in and out of this sweat-suit!
Always Look On The Bright Cider Life

Been a Wafer a While?

FOUR WAYS TO LETTUCE KNOW WHAT YOU THINK...
Pronunciation work is fun
Sweet dreams are made of cheese.
WHERE DO ASTRONAUT FISH GO?
TROUTER SPACE!
References and further reading


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http://hancockmcdonald.com/blog/accent-are-we-bovvered


https://pronunciationstudio.com/


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